

**AN ANALYSIS OF COMPATIBILITY ON ENGLISH TEXTBOOK  
ENTITLED *BRIGHT* FOR THE SEVENTH GRADE STUDENTS OF  
JUNIOR HIGH SCHOOL BASED ON TOMLINSON'S THEORY**



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ENTITLED *BRIGHT* FOR THE SEVENTH GRADE STUDENTS OF  
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**ABSTRACT**

*This research paper aims at finding out whether the English textbook Entitled Bright for the seventh grade students of Junior High School is compatible or not with good criteria of English textbook proposed by Tomlinson and whether the textbook can increase students' ability. The writer applies descriptive study as the type of this research. The data are collected by using content analysis technique. The data in this study are the materials in the English textbook "Bright". The writer uses descriptive analyses as the technique for analyzing data, the steps are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. The Tomlinson's criteria that suitable with Bright are (1) materials should be achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) materials should require and facilitate learner self-investment, (5) learners must be ready to acquire the points being taught, (6) the learners' attention should be drawn to linguistic features of the input, (7) materials should provide the learners with opportunities to use the target language to achieve communicative purposes, (8) materials should take into account that learners differ in learning style, (9) materials should take into account that learners differs in effective attitude, (10) materials should permit a silent period at the beginning of instruction, (11) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, and (12) materials should provide opportunities for outcome feedback. The result of this study shows that the English textbook Bright fulfills 75% of Tomlinson' theory, because it fulfilled twelve criteria from sixteen criteria. This textbook can also increase students' ability because it provided four abilities of English language ability those are writing, listening, reading, and speaking.*

**Keyword:** *textbook, compatibility, Tomlinson's theory, students' ability.*

## A. Introduction

Effectiveness of teaching English in classroom is strongly supported by teaching media. One of teaching media is textbook. Textbook is important media of teaching-learning process. Textbook has some important roles to help the teachers and student in explaining and understanding the materials. Textbook is one of the significant factors in the success of learning. It can develop student's ability. Teacher and students use textbook as source of learning, from textbook they find knowledge.

In this study, the researcher is interested in analyzing the English textbook published by Erlangga entitled *Bright*. It is an integrated English textbook for the first grade Junior High School student. The book is designed based on the 2013 curriculum. It is also designed to increase students' ability. There are many experts to measure the good textbook. One of the ways to measure the good textbook is using criteria from Tomlinson. To measure the good textbook Tomlinson has sixteen criteria.

The researcher wants to conduct a research about good textbook by using Tomlinson's criteria of English textbook entitled "*An Analysis of Compatibility on English Textbook Entitled Bright for the Seventh Grade Students of Junior High School Based on Tomlinson's Theory*".

In this research the researcher has two problem statements, the problem statements are: (1) are the materials in the textbook *Bright* compatible with Tomlinson's theory?, (2) what are the materials in the textbook *Bright* increase students' ability?

Based on the problem statements, the objectives of this research are: (1) to describe whether the materials in the textbook *Bright* are compatible with Tomlinson's theory or not, and (2) to describe whether the materials in the textbook *Bright* can increase students' ability or not.

The theory that supports this research are notion of textbook, function of textbook, evaluation of textbook, the role of textbook in the teaching-learning process, criteria of good textbook, and Tomlinson's theory.

According to Cunningsworth (1984:1) textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. According to Richards (2001:254-255) the use of textbook in teaching-learning has both advantages and disadvantages depending on how they are used and the context for their use.

The evaluation is the important things to know the purposes and the function of textbook in teaching-learning process. According to Cunningsworth (1995) in Richard (2001:258) proposes four criteria for evaluating textbook, that are: (1) textbook should correspond to learner's needs, (2) textbook should reflect the uses (present or future) which learner will make of the language, (3) textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method, and (4) textbook should have a clear role as a support for learning.

In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Cunningsworth (1995:7) on Richard (2001:251) mentions the roles of materials in the textbook in language teaching, they are: (1) a resource for presentation materials (spoken and written), (2) a source of activities for learner practice and communicative interaction, (3) a reference source for learners on grammar, vocabulary, pronunciation, and so on, (4) a source of stimulation and ideas for classroom activities, (5) a syllabus (where they reflect learning objectives that have already been determined), and (6) a support for less experienced teachers who have yet to gain in confidence.

The quality of a textbook can be measured by criteria of a good textbook proposed by the experts. Rowntree (1997:92) on Richard (2001:262) proposes good criteria of English material. She states that good material should are: (1) arouse the learner's interest, (2) remind them of earlier learning, (3) tell them what they will be learning next, (4) explain new learning content to them, (5) relate these ideas to learners' previous

learning, (6) get learners to think about new content, (7) help them get feedback on their learning, (8) encourage them to practice, (9) make sure they know what they are supposed to be doing, (10) enable them to check their progress, and (11) help them to do better.

Tomlinson proposed criteria of good material which relates to some basic principles of Second Language Acquisition. Tomlinson (1998:7-21) mentions that a good English textbook has the following criteria, the criteria are: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) learners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differ in effective attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

## **B. Research Method**

The researcher uses descriptive study as a type of research. In this research, the researcher describes whether the textbook *Bright* is compatible with Tomlinson's criteria or not. The object of this study is English textbook *Bright* for the seventh grade students of Junior High School written by Nur

Zaida. This textbook is published by Erlangga in 2013 based on the scientific curriculum. The data are materials found in the English textbook *Bright*.

The steps of collecting data are: (1) the writer chooses an English textbook entitled *Bright*, (2) the writer reads an English textbook entitled *Bright*, (3) the writer studies the material contained in the textbook, and (4) the writer collects the materials in the textbook to be analyzed.

After collecting data, the researcher analyzes the data. The steps of analyzing data are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching.

## **C. Research Finding and Discussion**

### **1. The Tomlinson's Theory Provided by the textbook**

There are twelve criteria of sixteen criteria proposed by Tomlinson which are compatible with the English textbook *Bright*. The twelve criteria proposed by Tomlinson that compatible with English textbook *Bright* are:

The first criterion is *materials should be achieve impact*. *Bright* consists of many types of texts and unusual topic. For the example:

Find a food wrapper. Cut the nutrition facts and the ingredients and attach it here. Make comments about the nutrition facts and the ingredients of the product.

The second criterion is *materials should help learners to feel at ease*. There are many white spaces in *Bright* to make students understand the materials easily. There are many illustrations in this book because it is a book used for the seventh grade students of Junior High School, so the students are interested in the materials. For example the material in the textbook contain "shake hand culture" on page 2 "Greetings". The third criterion is *materials should help learners to develop confidence*. In *Bright* there are many activities that use simple words or sentences, because it is for the seventh students of Junior High School. So, many activities in this book use simple words or sentences to make students understand the



materials easily and feel comfortable in the teaching-learning process and they can feel confident in teaching-learning process.

For example Chapter 7:

“Listen and Repeat. Then, match the words with the pictures” (page 141), “What is it made of? Look at the following pictures.

The fourth criterion is *materials should require and facilitate learner self-investment*. There are many materials in this textbook that provide the materials which can express their ability. For example:

Group Activity: Chapter 5 on page 99

Work in group of four. Collect your books or stationery on the table. Pick one or two of the things. Ask and answer question.

Examples:

- a) Student A : Whose pencil case it?  
Student B : It's mine./It belongs to me.  
b) Student A : Who does the rubber belong to?  
Student B : It belong to her./It's hers.

Individual activity: Chapter 4 on page 73

Write five questions related to daily activities in your school/class. Use where, when, and how often in your questions. Ask the questions to your friends.

The fifth criterion is *learners must be ready to acquire the points being taught*. In this textbook there are materials that provide grammar material and language feature. For example are the materials on page 26, page 92, page 96, page 114, page 155.

### **POSSESSIVE PRONOUNS**

Use “**Whose**” to ask about possession.

Study the following sentences.

- This is my book. The book is **mine**.
- Those are our books. Those are **ours**.  
Whose book is that? That is **hers**.

<b>Subject Prounouns</b>	<b>Possessive Adjectives</b>	<b>Possessive Pronouns</b>
I	my	mine
we	our	ours
you	your	yours
he	his	his
she	her	hers
they	their	theirs

The sixth criterion is *the learners' attention should be drawn to linguistic features of the input*. The materials in this textbook provide linguistic features in some chapters, the example material is complete sentences with she, he, it, you, we and they. For example on page 127.

Rewrite the following sentences as yes/no questions. Replace the names with he, she, it, you, we or they.

- 1) Tina likes collecting foreign stamps.  
Answer: *Does she like collecting souvenirs?*
- 2) Eve and I like vegetables.  
Answer: .....fruits?
- 3) Rick wants a pair of new shoes.  
Answer: .....a new hat?
- 4) My sister hates spiders.  
Answer: .....bats?
- 5) The children like ketoprak.  
Answer: .....ludruk?
- 6) We admire Prambanan Temple.  
Answer: .....Borobudur?
- 7) I think volleyball is cool.  
Answer: .....football is intersesting?
- 8) The dog needs a new house.  
Answer: .....a new ball?
- 9) Intan has a lot of flowers.  
Answer: .....dolls?
- 10) They have many things to do.  
Answer: .....enough time?

The seventh criterion is *materials should provide the learners with opportunities to use the target language to achieve communicative purposes*. There are activities in this textbook that make students use their target language not in class, for example: Chapter 1/ page 11.

Work in groups of three. Introduce one another in two different situations, formal, and informal. Act it out with your friends.

The eighth criterion is *materials should take into account that learners differ in learning style*. The materials in this textbook provide many activities that explore students' style although every student has a different style. For example

Visual Style: Chapter 7 on page 158

Read the following text.

Hero

Please meet my pet, Hero. Hero is an iguana. It is a green iguana, but the colour is not green. It is brown with a faint black band around its tail. Hero is 40cm long and about 2,5kg.

Hero likes vegetables very much. It eats water spinach, carrots, cucumber and other vegetables. I sometimes give Hero some small insects. Insects are good for Hero so it will not suffer from osteoporosis.

Hero looks like a little dragon. It has scales on some parts of its body. It also has strong legs. The strong legs are useful for swimming and climbing trees.

Auditory style:

Listen the recording. Complete the following conversation with the phrases provided.

Leoni : It's hot here. Isn't it?

Rita : Yes, it is. It seems that the air conditioning (1)\_\_\_\_.

Leoni : That's right. (2)\_\_\_\_, please?

Rita : Yes, (3)\_\_\_\_\_.

Leoni : Well, it's OK now.

Rita : (4)\_\_\_\_\_?

Leoni : That's good idea. (5)\_\_\_\_, please?

Rita : All right.

Leoni : Yes, that's better. Thanks a lot.

Kineasthetic style: Chapter 2 on page 30

Make a dialogue about getting people to do something. Each person gets five turns. Act it out with your partner.

The ninth criterion is *materials should take into account that learners differs in effective attitude*. There are many types of texts and activities, for example:

Descriptive text:

#### My New Backpack

I have a new backpack. Its colour is soft green. I always bring it when I go to school. It is made of strong fabric.

There are several parts of my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

Announcement text:

Listen to your teacher reading the following announcement.

Good morning, everybody.

Today is very special, because it is our school anniversary.

The class is going to be dismissed at eight and everybody is going to the hall to celebrate it.

We have many activities to enjoy. We have a food and book bazaar, dances and of course band performances.

Have a great day.

The tenth criterion is *materials should permit a silent period at the beginning of instruction*. There are many activities of silent period or listening activities in every chapter in this book. For example:

1. Listen and practise

Chapter 1/page 3

Firman : Good afternoon, Lia.  
Lia : Good afternoon, Firman.  
Lia : Goodbye, Firman.  
Firman : Bye-bye, Lia.

2. Listen to the recording and complete the following conversations.

Chapter 1/page 5

**Dialogue 1**

Rio : Tia, hi, (1)\_\_\_\_?  
Tia : Hello, (2)\_\_\_\_?  
Rio : (3)\_\_\_\_. I have a sore throat.  
Tia : (4)\_\_\_\_. Take care, bye.  
Rio : (5)\_\_\_\_, Tia.

**Dialogue 2**

Tiara : Hey Leo, (6)\_\_\_\_?  
Leo : What a surprise! I haven't seen you in  
long time. (7)\_\_\_\_?  
Tiara : (8)\_\_\_\_. How about you?  
Leo : I finally have some free time. I just  
finished taking a big examination and I'm  
so relieved that I'm done with it.

3. Listen and say it out loud.

Chapter 1/page 6

Circle the letters that represent the vowel sound [I] as  
in Bill.

Bill	is	this	ship
Linda	rose	student	Wilson
fine	English	Victor	England
sick	nurse	in	hill

The eleventh criterion is *materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities*. The materials in this textbook provide activities for supports left and right brain students. A song to make students happy as a left brain activity, and the right brain activities, every chapter in this book provides the materials that support right brain activities. For example:

Right brain activity:

Work in pairs. Complete the text with words in the boxes.

I have a new diary. It soon becomes my favourite thing. I like writing about my days in the diary.

The diary has a blue (1)\_\_\_\_. I like blue because it is my (2)\_\_\_ colour. There are a hundred (3)\_\_\_ inside the diary. The pages are in different (4)\_\_\_\_. Each page has a washed-out background. The backgrounds are the (5)\_\_\_\_\_ of the super league heroes. Another special thing about my new diary is that it has a lock to keep the diary a (6)\_\_\_\_\_.

On the back of the front cover, there is a beautiful (7)\_\_\_\_. The poet tells about the importance of keeping memories. The poet says, “(8)\_\_\_\_\_ memories are to learn and good memories are to entertain.” I (9)\_\_\_ the poem. It encourages me to write and write in my diary. By doing so, I (10) \_\_\_\_\_ I can improve my English.

favourite	believe	
bad	poem	love
cover	pages	
pictures	secret	colour

Left brain activity:

Now enjoy the song

**The Wheels on the Bus**

The wheels on the bus go round and round, round and round, round and round  
The wheels on the bus go round and round, all through the town

The wipers on the bus go swish, swish, swish, swish,  
swish, swish, swish, swish, swish  
The wipers on the bus go swish, swish, swish, all  
through the town

The doors on the bus go open and shut, open and  
shut, open and shut  
The doors on the bus go open and shut, all through  
the town

The horns on the bus go beep, beep, beep, beep,  
beep, beep, beep, beep, beep  
The horns on the bus go beep, beep, beep, all  
through the town

The gas on the bus goes gulp, gulp, gulp, gulp, gulp,  
gulp, gulp, gulp, gulp.  
The gas on the bus goes gulp, gulp, gulp, all through  
the town

The money on the bus goes cling, cling, cling, cling,  
cling, cling, cling, cling, cling  
The money on the bus goes cling, cling, cling, all  
through the town

The baby on the bus goes wah, wah, wah, wah, wah,  
wah, wah, wah, wah  
The baby on the bus goes wah, wah, wah, all  
through the town  
The people on the bus say shhhh, shhhh, shhhh, shhhh,  
shhhh, shhhh, shh, shhhh, shhhh  
The people on the bus say shhhh, shhhh, shhhh, all  
through the town

The mummy on the bus says I love you, I love you, I  
love you  
The daddy on the bus says I love you too all through  
the town

The twelfth criterion is *materials should provide opportunities for outcome feedback*. In every chapter in this book there are reflection activities to know students outcome in every chapter. For example:  
Reflection activity in chapter 1/page 22

## REFLECTION

	I am good at	I am OK at	I am bad at
greeting people.			
introducing myself.			
introducing others.			
greeting my friends.			
greeting older people.			
responding to greetings.			
using ordinal and cardinal numbers.			
spelling names correctly.			
filling forms for identity or membership cards.			

From sixteen criteria proposed by Tomlinson, *Bright* fulfills twelve of them. The percentage gained by this book is 75 %. *Bright* belongs to a textbook which is suitable to be used by the seventh grade students of Junior High School.

### 2. The Students' Ability Catered in the Textbook *Bright*.

Language ability in teaching English are four abilities, those abilities are listening, reading, writing, and the last is speaking. Tomlinson's theory that supports listening skill are: (1) *Materials should take into account that learners differs in learning style*, and (2) *Materials should permit a silent period at the beginning of the course*. Tomlinson's



theory that supports reading skill are: (1) *Materials should achieve impact*, (3) *Materials should help learners to feel at ease*, (3) *Materials should expose the learners to language in authentic use*, and (4) *Materials take into account that learners differ in affective attitude*. Tomlinson's theory that supports writing skill are: (1) *Materials should require and facilitate learner self-investment*, and (2) *The learners' attention should be drawn into linguistic features of the input*. Tomlinson's theory that supports speaking skill are: (1) *Materials should help learners to develop confidence*, and (2) *Materials should provide the learners with opportunities to use the target language to achieve communicative purposes*. This textbook provides materials which fulfill that ability. *Bright* consists eight chapters, first chapter is "Hello", second chapter is "Thank you", third chapter is "I'm sorry", fourth chapter is "The student's life", fifth chapter is "Be quite, please", the sixth chapter is "How much is it?", the seventh chapter is "What is like?", the eight chapter is "Let's talk about people". Every chapter in this book provides listening activities, reading activities, writing activities and speaking activities. There are many activities in this textbook that support students' ability. So, English textbook *Bright* can increase students' ability.

#### **D. Conclusion**

The researcher concludes the result of this study is as follows:

1. The English textbook *Bright* is suitable textbook based on criteria of good English textbook based on Tomlinson's theory.

Twelve criteria are fulfilled by the textbook from sixteen criteria proposed by Tomlinson. Tomlinson's theory that suitable with this study are: (1) materials should be achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) materials should require and facilitate learner self-investment, (5) learners must be ready to acquire the points being taught, (6) the learners' attention should be drawn to linguistic features of the input, (7) materials should provide the learners with opportunities to use

the target language to achieve communicative purposes, (8) materials should take into account that learners differ in learning style, (9) materials should take into account that learners differs in effective attitude, (10) materials should permit a silent period at the beginning of instruction, (11) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, and (12) materials should provide opportunities for outcome feedback. The textbook gains 75 % because this study provides twelve criteria from sixteen criteria which belong to a suitable textbook for the seventh grade students of junior high school.

2. The English textbook *Bright* can increase students' ability.

There are four language abilities in English language. The four language abilities are listening, writing, reading, and speaking. Tomlinson's theory supports the language ability. *Bright* provided the materials that support language ability of students. In every chapter in this book contains the four language ability. In this book there are many variations in every language ability. So, students can increase their ability with learn using this book. It concludes *Bright* can increase students' ability.

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